| | | | FIVE FISCAL O Fiscal Note | FFICE | | | | | |
|----------------|-------------------|---------|------------------------------|---------------------|----------|--------|-------|------|-----|
| Louigana | | | | Fiscal Note On: | НВ | 650 | HLS | 16RS | 802 |
| Legisative | | | Bill Text Version: ORIGINAL | | | | | | |
| FiscalsOffice | | | | Opp. Chamb. Action: | | | | | |
| | | | | Proposed Amd.: | | | | | |
| | | | | Sub. Bill For.: | | | | | |
| Date: Ma | ay 2, 2016 | 3:25 PM | | Author: PRICE | | | | | |
| Dept./Agy.: Ed | ucation | | | | | | | | |
| Subject: Te | acher Evaluations | | | Ana | alyst: J | odi Ma | auron | er | |

TEACHERS

OR SEE FISC NOTE LF EX

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Provides relative to measures of effectiveness as a factor in teacher evaluations and salaries

<u>Present law</u> provides a salary schedule for teachers, administrators, and other certified school employees and requires that such schedule shall be based on multiple factors including effectiveness as determined by the teacher performance evaluation program. <u>Proposed law</u> deletes the teacher performance evaluation program component. <u>Present law</u> relative to the teacher evaluation program, requires city, parish, and other local public school boards to use a value-added assessment model as determined by the State Bd. of Elementary and Secondary Education (BESE) for evaluating teachers and administrators. Requires that 50% of such evaluations shall be based on evidence of growth in student achievement using the model for grade levels and subjects for which value-added data is available. <u>Proposed law</u> permits local public school boards to determine the portion of an evaluation that is based on growth in student achievement using a value-added assessment model which shall be in a range between 15% to 25%.

| EXPENDITURES | <u>2016-17</u> | <u>2017-18</u> | <u>2018-19</u> | <u>2019-20</u> | <u>2020-21</u> | <u>5 -YEAR TOTAL</u> |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------------|
| State Gen. Fd. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Agy. Self-Gen. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Ded./Other | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Federal Funds | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Local Funds | SEE BELOW | |
| Annual Total | | | | | | |
| REVENUES | 2016-17 | <u>2017-18</u> | <u>2018-19</u> | 2019-20 | <u>2020-21</u> | <u>5 -YEAR TOTAL</u> |
| State Gen. Fd. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Agy. Self-Gen. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Ded./Other | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Federal Funds | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Local Funds | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| Annual Total | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

EXPENDITURE EXPLANATION

There is an indeterminable impact to expenditures of local school districts due to the change in the percentage of the evaluation which shall be based on growth in student achievement.

The value added assessment model which is used to evaluate teachers and administrators requires that 50% of such evaluations shall be based on evidence of growth in student achievement. Currently any teacher or administrator rated as ineffective pursuant to the performance evaluation program is prohibited from receiving a higher salary in the year following the evaluation. Some districts will now be able to determine the portion of the evaluation which shall be based on student growth within the given ranges, which may result in fewer teachers receiving a rating of ineffective. Teacher evaluation data provided below identifies the breakdown of teacher ratings for approximately 48,300 teachers over the past three years.

| | Ineffective | Effective: Emerging | Effective: Proficient | Highly Effective |
|-----------|-------------|---------------------|-----------------------|------------------|
| 2012-2013 | 4% 1,937 | 8% 3,874 | 57% 27,601 | 32% 15,495 |
| 2013-2014 | 2% 966 | 6% 2,898 | 49% 23,669 | 43% 20,771 |
| 2014-2015 | 1% 483 | 6% 2,898 | 46% 22,218 | 48% 23,184 |

Note: During the transition to new standards and assessments value added data was not available in 2013-2014, 2014-2015 and will not be available for 2015-2016. During this time the Department of Education provided transitional student growth data to be used as the measure of student growth; local districts may also use student learning targets. To the extent future evaluations utilize the value added model there may be shifts in the number of teachers scoring ineffective and effective.

REVENUE EXPLANATION

There is no anticipated direct material effect on governmental revenues as a result of this measure.

